

Pendergrass Fairwold School

3435 Token Street
Columbia, South Carolina 29203

Grades K-12 High School

Enrollment 51 Students

Principal Patricia W. Brown 803-735-3435

Superintendent Dr. Allen J. Coles 803-231-7500

Board Chair Lane Quinn 803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

N/AV

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

0

1

0

5

IMPROVEMENT RATING

N/AV

ADEQUATE YEARLY PROGRESS

NO

This school met 0 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Year	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	N/A	N/A	N/A
2006	N/AV	N/AV	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

	Our School			High Schools with Students Like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed 2 subtests	N/A	N/A	N/A	N/A	N/A	50.8
Passed 1 subtest	N/A	N/A	N/A	N/A	N/A	19.0
Passed no subtests	N/A	100.0	100.0	N/A	N/A	47.5

HSAP PASSAGE RATE BY SPRING 2006

	Our School	High Schools with Students Like Ours
Percent	N/A	87.8%

ELIGIBILITY FOR LIFE SCHOLARSHIP

	Our School	High Schools with Students Like Ours
Percent of		
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	2.6
Seniors who met the SAT/ACT requirement	0.0	3.0
Seniors who met the grade point average	0.0	20.9

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

	Our School	High Schools with Students Like Ours
Number of Students	N/A	111
Number of Diplomas	N/A	61
Rate	N/A	60.7%

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	72.6
English 1	N/A	52.0
Biology 1/Applied Biology 2	N/A	37.5
Physical Science	N/A	22.7
All Subjects	N/A	46.4

PERFORMANCE BY STUDENT GROUPS

	HSAP Passage Rate by Spring 2006		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	N/A	N/A	2	0.0	N/A	N/A	
Gender							
Male	N/A	N/A	2	0.0	N/A	N/A	
Female	N/A	N/A	0	0.0	N/A	N/A	
Racial/Ethnic Group							
White	N/A	N/A	1	0.0	N/A	N/A	
African American	N/A	N/A	1	0.0	N/A	N/A	
Asian/Pacific Islander	N/A	N/A	0	0.0	N/A	N/A	
Hispanic	N/A	N/A	0	0.0	N/A	N/A	
American Indian/Alaskan	N/A	N/A	0	0.0	N/A	N/A	
Racial/Ethnic Group							
Non disabled	N/A	N/A	0	0.0	N/A	N/A	
Disabilities other than speech	N/A	N/A	2	0.0	N/A	N/A	
Migrant Status							
Migrant	N/A	N/A	0	0.0	N/A	N/A	
Non-migrant	N/A	N/A	2	0.0	N/A	N/A	
English Proficiency							
Limited English Proficient	N/A	N/A	0	0.0	N/A	N/A	
Non-Limited English Proficient	N/A	N/A	2	0.0	N/A	N/A	
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	
Full-pay meals	N/A	N/A	2	0.0	N/A	N/A	

n = number of students on which percentage is calculated

Abbreviations for Missing Data

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HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 52.3%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Mathematics – State Performance Objective = 50.0%									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Gender									
Male	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Female	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Full-pay meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A		

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 51)				
Retention rate	50.0%	Down from 52.8%	12.4%	7.0%
Attendance rate	92.8%	Up from 89.0%	93.2%	95.5%
Eligible for gifted and talented	0.0%	No change	2.9%	7.9%
With disabilities other than speech	56.4%	Down from 81.5%	16.8%	12.3%
Older than usual for grade	37.8%	Down from 47.9%	19.7%	9.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.4%	1.2%
Enrolled in AP/IB programs	0.0%	No change	0.0%	11.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Eligible for LIFE Scholarship*	0.0%		0.0%	10.2%
Annual dropout rate	0.0%	Down from 3.1%	2.3%	2.8%
Career/technology students in co-curricular organizations	N/A	N/A	4.2%	3.5%
Enrollment in career/technology center courses	N/A	N/A	223	448
Students participating in worked-based experiences	N/A	N/A	22.1%	24.2%
Career/technology students mastering core competencies	N/A	N/A	69.0%	80.0%
Career/technology completers placed	N/A	N/A	98.9%	99.1%

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 13)

Teachers with advanced degrees	69.2%	Down from 73.3%	56.1%	55.5%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	N/A	N/A	22.7%	9.6%
Teachers with emergency or provisional certificates	0.0%	No change	11.6%	9.9%
Teachers returning from previous year	89.1%	Down from 91.9%	78.9%	86.3%
Teacher attendance rate	93.5%	Down from 95.0%	94.3%	95.3%
Average teacher salary	\$50,871	Up 3.4%	\$41,837	\$42,943
Prof. development days/teacher	7.1 days	Up from 5.6 days	11.2 days	11.2 days

School

Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio in core subjects	4.9 to 1	Down from 5.2 to 1	19.0 to 1	25.7 to 1
Prime instructional time	85.6%	Up from 83.6%	87.1%	89.3%
Dollars spent per pupil*	\$41,020	Down 13.6%	\$8,255	\$6,792
Percent of expenditures for teacher salaries*	55.1%	Down from 56.5%	54.7%	55.3%
Percent of expenditures for instruction*	57.1%		61.0%	61.1%
Opportunities in the arts	Good	No change	Good	Excellent
Parents attending conferences	99.0%	Up from 79.9%	88.1%	92.8%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	
Student attendance in this school *or greater than last year	94.0%*	Yes

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Pendergrass Fairwold School serves medically fragile, severely mentally and physically handicapped students from ages 3-21. All students receive services recommended by their Individual Education Plan (IEP) and are monitored for progress according to the guidelines of the IEP. Our school also houses a vocational program for special education self contained students below the age of 21 who qualify for additional Individuals with Disabilities Education Act (IDEA) services and whose parents request such services.

Our test scores have been statistically insignificant because our school is small and affords us small percentages of students who are eligible for alternative testing. However, statistically insignificant scores have not affected our determination to make sure that our students achieve their maximum potential. We have implemented a two-fold approach to student achievement at Fairwold School. We have concentrated on staff development and parental involvement. Our staff development has provided our staff with additional tools to help them increase communication and social interaction skills in our predominately non-verbal student body. We have concentrated on helping staff improve their use of technology to encourage students to find a voice to express their needs and feelings. Our parental involvement has been a push to get family members involved with the school and involved in helping the disabled family member complete homework tasks sent from the school.

These practices have helped us get parents and families involved with their disabled family member so that the student becomes a contributor in the family and the family sees more opportunities to interact with the student in the home. The consistency of stimulation, at home and at school, has made our students more attentive and more willing to try new activities and tasks.

We are still struggling to fully implement our school renewal plan. Our parental involvement program has yielded some successes but we still need to reach many more of our students' families. We must continue to improve school climate and make our staff development more effective in giving teachers the tools they need to accelerate achievement in our students.

Victoria Osborne, SIC Chairperson
Patricia W. Brown, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	11	0	3
Percent satisfied with learning environment	81.8%	N/R	I/S
Percent satisfied with social and physical environment	81.8%	N/R	I/S
Percent satisfied with school-home relations	63.6%	N/R	I/S

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.